**From:**"Bell, Rachel K." <bellr@smccd.edu>
**Date:**Wednesday, September 20, 2017 at 3:34 PM
**To:**"Gibson, Christopher" <gibsonc@smccd.edu>, Mary Gutierrez <gutierrezm@smccd.edu>
**Subject:**Dean-level questions that came from our Adjunct & Colleague Connections meeting

Hi Mary and Chris,

Last week, the group ***Adjunct & Colleague Connections*** met.  I'm attaching the notes here but I'll highlight the Dean-level questions they asked me to pursue:

(1) They asked me to revisit advocating for a dedicated adjunct space (in a quieter/larger space than the division workroom) and contained things such as:  computers, desks to conference with students, places to store items.  With all the campus-wide renovations going on, are there any plans for an adjunct space either within our division or campus-wide?  I am not aware of such plans, but I will convey this as a need to our Vice-Presidents.

(2) Our adjunct at the meeting said it was stressful being evaluated their first semester and wondered if it was possible to get evaluated during their second semester.  They also asked for clarification on how "high-stakes" these evaluations are--could they not be rehired the following semester based on an evaluation?  It is not possible to delay evaluation due to the contract which requires evaluation in the first semester.  The evaluations do inform offers in subsequent semesters.  Here are suggestions for preparing adequately for first-semester evaluations:  develop a real relationship with your mentor in which you check in weekly or bi-weekly.  Run all kinds of questions and materials by your mentor—assignments, sets of graded essays, lessons.  Visit classes taught by experienced faculty and develop relationships with a few folks you connect with.  Think of this as tuition-free, unstructured graduate school.  Create and pursue your own learning experiences so that by the time you are preparing for your first evaluation you are aware of the culture, pedagogy, philosophies, and practices of the department.

(3) Can we offer a "How to get hired full-time in English" workshop?  What would the best way to offer it?  Through the CTTL? During Flex? How much of the process is ok to share (i.e. interview questions and KREs used in the past, types of teaching demos we have asked for, how we score cover letters-resumes based on the job description).  Nina is the person to discuss this with.  CTTTL has put this on in the past. Update: I contacted Nina and she sent me a PowerPoint that has been used in past CTTL workshops on getting hired. I posted that PowerPoint in the “Getting to Know Skyline” section in the online Language Arts space.

(4) Which committees can adjunct serve on and which can they not?   If someone is interested in serving on a committee, they might contact the committee chair to see if they can join.  We have lots of committees, and I’d surely miss some if I provided an answer.

(5) What can be paid work for adjunct expanding their roles beyond the classroom and what should be considered part of the job or considered flex credit?  Can we incentivize wider adjunct participate through more paid work? I understand where the question is coming from, however, I think I would phrase this question differently. Rather than looking for opportunities for paid work, we look for student needs, department needs or college needs and try to figure out how we can meet them.  When folks discover needs, they should communicate them to you or to Chris.  Sometimes we can pay for work, sometimes projects create opportunities for people to take on leadership, and sometimes both things happen.

(6) Also, when I sent out an email to our adjunct asking them how I could be of help, one asked about the copy restrictions of only 1-2 copies on the Division copier and expressed concern that it is not always possible to wait for the 2 day turn-around from Central Duplicating for class-sets.  She wanted to know if she could on a occasion make a class set of copies.  Is there an official semester number of copies?  One to two copies is standard practice.  The occasional class set (would you and Chris propose what you think is a reasonable number) is understandable and fine. Update: Chris and I emailed about this and agreed 100 per semester would be standard with wiggle room for emergencies. I conveyed this to the adjunct who asked me about this.

(7) Lastly, questions came up about revising course outlines and adding units to Engl 100 and Engl 110, but our 11/3 meeting will be dedicated to looking at and revising course outlines, so those questions might be best addressed/discussed then.  Just a reminder that 100 is defined as a 3 unit course at the state level.  I think that we need to adjust placement into 100 and provide professional development for folks teaching 100.  We have better rates of success in all classes other than 100 currently.

Rachel

Update: I shared these responses with the group Adjunct & Colleague Connections